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AUTHOR Mosier, Richard H.
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ABSTRACT

During the next 20 years, more workers will need retraining. This trend is already evident as more adults return to college. Although the adult population of the United States grew 33 percent between 1969 and 1984, the number of people enrolling in adult education courses grew by 79 percent, and job-related courses increased from 25 percent to 43 percent of the adult education courses taught. Cooperative education in 2-year colleges could be in the forefront in serving this educational market. Some of the benefits of cooperative education are listed. Cooperative education affords: (1) an entree to expanding partnerships between college and business/industry; (2) a base for the development of a private fund raising program; (3) diversity of educational experiences and programming; (4) a fast track to educational achievement; and (5) the opportunity for earning while learning. To seize the opportunity, cooperative educators should prepare a business plan showing how a cooperative education program can produce student credit hours at a lower incremental cost than the base cost for their institution. The lower the cost per unit the better, but educators should guard against creating false expectations. Educators should take this plan to their college president, along with a recital of the benefits of cooperation; it will probably be implemented and the "golden age" of cooperation on that campus will begin. (KC)

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A PRESIDENT'S VIEW OF COOPERATIVE EDUCATION

1990 CONFERENCE, COOPERATIVE EDUCATION ASSOCIATION, INC.
APRIL 3, 1990, SAN ANTONIO, TEXAS

RICHARD H. MOSIER, PRESIDENT
ROGERS STATE COLLEGE, CLAREMORE, OKLAHOMA

Thank you for the opportunity to appear before you today to discuss with you some of my views and thoughts in regard to Cooperative Education on your campuses and the campus at Rogers State College.

In the year 2000, only 15% of the available jobs are projected to require a bachelors degree or above but nearly all of the remaining 85% will require job specific education and training beyond high school.

The average age of students at our college, like so many of yours, is over 29.

Seventy-five percent of the labor force that will exist in the year 2000 is working today.

A person entering the work force today will on the average, change jobs 7 times and occupations 3 times.

By the year 2000, 81% of the women between the ages of 25 and 54 will be a part of the work force.

The growth in the work force is declining. Between 1972 and 1989 it grew at the rate of 2.2% per year. Between 1989 and 2000 it will grow at an annual rate of 1.2%, the slowest growth since the 1930's.

Between 1986 and 2000 the work force between the ages of 25 and 54 will grow at an annual rate of 1.7%. The youth work force will decline at an annual rate of 0.2% and the work force over 55 will grow 0.2%. Workers between the ages of 25 and 54 will comprise 73% of the work force.

The Southwest Educational Development Laboratory identifies the development of re-education and retraining programs for adults as one of the twelve star issues on the education horizon.

While the adult population of America grew 33% between 1969 and 1984 the number of people enrolling in adult education courses grew by 79%. At the same time job related courses increased from a level of 25% to a level of 43% of the adult education courses taught.

The fastest growing consumer level for adult education are people between the ages of 35 and 54.

According to almost every writer, to succeed in the years ahead educational programs and educational institutions should seek to ally themselves more closely with business and industry.

The most rapidly growing types of executive training are short seminars but the real growth in adult education over the next decade will lie in teaching the more basic skills to the front line supervisor and worker.

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I give you these facts and statistics to represent to you why I am so very bullish on cooperative education. I believe that if cooperative educators will but seize the opportunity the demographic base for rapid growth is all there and the 1990's can be the true "Golden Age" for cooperative education in America's two year colleges.

It has been said that public education is where the postal service was 15 years ago. Businessmen were frustrated by slow postal service and a small enterprise called Federal Express began offering overnight delivery for a price. Today Federal Express, Airborne, Purolater Emery and others are tapping into a large and rapidly growing market.

Cooperative education can be the Federal Express of education.

Putting the demographics aside for the moment let's consider the "fringe benefits" of cooperative education that are proven legends.

A. An entree to expanding partnerships between the college and business industry.

B. A base for the development of a private fund raising program.

C. Diversity of educational experiences and programming. Partnerships and networking provide the opportunity to integrate the world of work and the world of education.

D. The student has the opportunity to build a resume which reflects a base of work experience.

E. The national mission of the two year colleges - to Build Communities - is well served.

F. Vintage Tom Peters - Cooperative education builds the self esteem of the student, the businessman and the college staff. Everyone Wins.

G. In a time when time is at a premium cooperative education offers a fast track to educational achievement.

H. Students earn while they learn.

I. Cooperative education feeds the sensitivity of a college to its ever changing environment.

J. Employers are given the opportunity to grow their own outstanding employees.

To seize the opportunity - to preside at the birth of the Golden Age in Cooperative Education on your campus, here is what I believe you must do.

Presidents of colleges fancy themselves to be astute businessmen. Businessmen fancy themselves as astute educators. That neither fancy is true makes no difference, it is the perception and it is the perception with which you must deal.

Colleges are enrollment driven. Accountability economy, and efficiency of an educational effort are most often directly related to a cost per unit.

As a start, divide your college's total educational and general budget by your institution's credit hour production for the year. The result will be a fair indication of your institutions base cost per unit.

Then prepare and take to your president a business plan. If you don't know how to prepare one the people in your business division will be glad to supply you with examples of what they believe to be good to excellent plans and the substitution of your data, your concepts and your points for consideration is a relatively simple matter. You need to show how you, through your cooperative education program, can produce a student credit hour at less incremental cost than the base cost for your institution if at all possible.

The lower your cost per unit the better but you should guard against establishing such a low cost that you are unable to provide yourself and your colleagues proof that you are going to have the ability to distribute some rewards.

Then recite the benefits of cooperative education to the institution and throw in enough demographic facts to season. You might want to heat up the mixture by offering services to assist the institution in meeting the new federal mandate to track students.

Then serve your business plan to your president.

Properly presented and conceived as an investment in the growth and development of your college at a cost that is not inconsistent with the base unit costs he or she will buy it.

And you will be on your way to greater fame, fortune, and esteem and the Golden Age of Cooperative Education on your campus will have begun.

Thank you very much for allowing me to be with you here this morning.